

KENTUCKY DEPARTMENT OF EDUCATION

ADVISORY GROUP MEETING SUMMARY



ADVISORY GROUP: State Advisory Council for Exceptional Children (SACEC)

MEETING DATE: November 19-21, 2017
NOTE-TAKER/CONTACT: Amy Folker

LIAISON: Joe McCowan

Agenda Item: SACEC Orientation Training and Priority Setting

Members Present: Julie Rubemeyer, Eric Umstead, Libby Suttles, Amber Barnes, Amy Folker, Leisa Hutchison, Tricia Gibbons, Kimberly Chevalier, Adria Johnson, Barry Lee, Elizabeth Jenkins, Anita Dowd, Melissa Knight, Carey Cockerell, Brent Hutchinson, Ravonne Sims

KDE Representatives: Gretta Hylton, Joe McCowan, Jarrod Slone, Debbie Mays, Amy Patterson, Chris Thacker, Darlene Jesse

Interpreters: Mary Fehrenback and Natalie Malone

Discussion/Action:

Barry Lee made welcome and introductory remarks. He stated that there is a scheduling conflict with Secretary Heiner and the agenda will need to be amended. He stated that Secretary Heiner would be speaking at 8:30 AM on Tuesday morning instead of Monday morning. The Public Forum would begin at 1:15 on Monday and run until around 2:15. Prior to that the council would have the morning to attend CEC Sessions. Dinner would be from 6:00-6:30 tonight. Barry asked if there were any objections to this change. There were no objections.

Shauna gave a brief history of her background. She discussed why we are here and the importance of "keeping the main thing the main thing". Councils have been around since 1975. Their purpose and emphasis has increased as new laws have come into play. Our role is to keep in mind the big picture – ALL kids with disabilities in Kentucky. There are 101,579 kids with disabilities in Kentucky which is 15.33% of all school age children. ALL students are general education students first and special education is not a "place" or a "program".

She discussed the packet of acronyms she handed out. She reminded us to use respectful terminology – people first language such as "I have a child with autism" NOT "I have a dyslexic child". Put the child first rather than the disability. She discussed the purpose of the council, open meeting laws and a brief history of special education. Shauna also asked for input regarding the council demographics. She stated that the priorities for council members are: read the bylaws, attend the meetings, do homework, represent stakeholder group, participate, work as a team, support each other and make a difference. TAESE recommends training and orientation every year for the council. She discussed member tenure, member requirements, appointments and resignations. She stated that the executive order has members coming off and on in thirds. Most councils allow members to stay on 2 terms of three years each. New members are needed for new perspectives. An executive committee is also usually chosen which consists of the chairperson, vice chairperson and secretary.

The role of the council is to provide advice. SACEC is NOT a governing council – a governing council sets policies and oversight and members are usually elected, not appointed. SACEC advises the Department of Education, Board of Education, Education Professional Standards Board, School Curriculum Assessment and Accountability Council. The last 4 are different in Kentucky than other states.

She discussed advocacy vs. advisory. Advocacy is about taking sides and pleading or arguing a position. That is NOT to happen in the council. Special education has advocates...SACEC does not have to fill this role and should not. SACEC should give advice, inform, counsel, recommend, suggest and guide. We are to exercise our advisory responsibilities. We should select an issue (ours right now is significant disproportionality). Then we bring in information and resources about it. We then add our own perspective and expertise and provide stakeholder input as an entire group. We discuss, provide objective advice and submit it to the state. She gave an example of a written document from an advisory panel to the Department of Education.

She stressed that we should not go over Gretta Hylton. She is the key person. Shauna advised us on the role of the state director and that it is one of the hardest jobs in education. There is a lot of turnover and a lot to keep track of. Joe McCowan stated that charter schools are a big issue that is coming up. Gretta Hylton added that the regulations for charter schools will be posted through November 30. She added that due process hearings occur in KDE's legal office and are very few. Joe added that there is a page on the KDE website that describes the due process hearings and dispute resolution. He stated that Sylvia Starkey with KDE coordinates those and if the council wants more info, she can provide it or do a presentation at an upcoming meeting.

She discussed possible bylaw content and provided bylaws from other states. She suggested that a group write the bylaws and then bring them in for discussion. She referred us to Robert's Rules of Order on parliamentary procedure for our meetings. She suggested having a specific agenda and possibly adding the 8 council functions on the back of each agenda. She recommends the council meet 4 times per year at a minimum.

Shauna discussed consensus and that it does not mean a unanimous vote. Consensus is finding an acceptable proposal that all members can support. Confidentiality was discussed. Family Equal Rights and Privacy (FERPA). We should leave out names of people, schools and districts. She also addressed virtual participation such as video conferencing and conference calls. She said sometimes this comes into play when a quorum is needed. Brent Hutchinson added that this would have to be included in the bylaws. Shauna stated that you can say it CAN be done, not HAS to be done. It was also discussed that KDE cannot do video open meetings for legal reasons.

Shauna discussed the public forums and the minutes. She suggested not using red type for headings as some people find red hard to read or too alarming. She suggested keeping the minutes brief and to the point, including motions and sections for advice. She discussed council priorities. Plan and focus our energy. Look for annual priorities and study current and emerging issues. Look beyond the state to regional or national trends. Examine the data from dispute resolution activity, the SSIP, SPP/APR. If you meet 4 times a year, set 3 priorities and pick one for each meeting. Remember that every time you say YES to something, you are saying NO to something else.

An annual report should be sent to the Governor. She provided a few samples. Oregon has a good one – contains color, graphs and pictures. It should include advice and guidance to state.

She stated that some emerging issues are dispute resolution, youth in custody, FAPE, high incidence disabilities, recruitment/retention and differentiated monitoring.

Kentucky met the determination level for the SPP/APR. The ranges are meets requirements, needs assistance, needs intervention and needs substantial intervention. "Meets" is the highest category a state can get. No state has ever gotten "needs substantial improvement". This would mean that the state would lose funding. Adria Johnson asked about Kentucky's category history. Chris Thacker stated that Kentucky generally "meets". He stated that there have been a couple times Kentucky has gotten a "needs assistance". Gretta added that in the last 3 years Kentucky has received a "meets". Tricia Gibbons asked how many states received a "needs intervention". Shauna answered, 7. Carey Cockerell asked if this is self-reported or are there auditors? Gretta stated that Debbie Mays leads this and she could answer that question. It is not necessarily self-reported. Data and indicators are looked at by KDE.

The SSIP is more about results than compliance. Shauna provided us with a card that has the indicators. She discussed the SiMR. Gretta added that Kentucky's SiMR is middle school math. The state identified a measurable result. There are 3 phases: analysis / development, evaluation and implementation. Joe added that we can use the new assessment accountability model to think about how that fits in with our targets and priorities. Some hot topics include dyslexia – advocacy groups want to dictate how kids are taught. Disproportionality, mental health for SWD, MTTS, RTI, vouchers and private schools – private schools may not be providing special education services which is a big issue.

Charter schools – Arizona has 1000 charter schools. Problem with this is that the wealthy are being given a coupon but the voucher is not paying enough for poor kids to go to private schools. Mental health – kids of opiate addicts.

Shauna gave a word of caution – do not spend too much time on operating procedures of the council such as bylaws and committees. Get this stuff done and move on. Priorities should NOT be about the council. She referred to some websites in the folder: access to state SEAP/DEAC and ICC and also <https://collab.osepideasthatwork.org/sap-sicc//> once a quarter they have a webinar.

Shauna added that teamwork is important. If you want to go fast, go alone. If you want to go far, go together.

Gretta stated that the feedback that the council gives is important and serious. The council represents all students. She wants to hear feedback on things they are doing well in addition to things that need improvement.

The council participated in a group activity where each member brought up something they have heard about special education programs for kids with disabilities (positive or negative). These topics were: Transition. Dyslexia - 20% of kids have dyslexia, screening needed. Preschool. Meeting needs. Interventions documented prior to special ed. Lack of mental health services identified and dealt with. Vocational rehab services. Training educators to work with behavioral issues. Children can excel in one area but not do well in another – do not discount the kids all around. Foster kids in special education settings. IEPs not followed. True need for trauma informed. Mental health issue - understanding differences between behavior and mental health issues. Minorities being labeled as behavioral problems instead of mental health problems. Continuity for inclusion. Fluidity between

schools (preschool, elementary, middle etc.) Early intervention. Behavior and cognitive development ...getting cognitive info to schools. Lack of self-advocacy education. Kids still being forced to fit into pre-existing programs. Good instruction overall and a lot of outside agencies coming in. Short term/ long term care and then coming back into school, transitioning is not fluid. Interagency communication is choppy.

Kim Chevalier and Tricia Gibbons also brought up that preschool enrollment and interventions are low because of the way data is submitted. There is also a physical space issue, nowhere to have preschools. Barry added that communication is an issue with foster care, department for juvenile justice and ages 18+ who are incarcerated. How do we come together as one team?

A second activity involved each member writing what they each thought were the two most important issues on two separate index cards. The first set of cards indicated: mental health, dyslexia, interagency communication, transition and the need for therapists to be allowed to come to the school vs. having to take the children offsite. The second set of cards indicated: early intervention, reducing disproportionality across systems (schools / juvenile justice), transition, quality instruction, teacher training and regulatory guidelines for public schools.

The biggest issues appear to be mental health, teacher prep, interagency communication, transition. Also noted were NO I in IEP, regulatory guidelines, space or access for early intervention. Chris brought up an issue with mental health: Is mental health a special education concern? Kim replied that if it is instruction, she can see a connection as how to teach kids with mental health in special ed. However, the topic is too broad. Barry added that EBD has increased significantly. Why is that? Is it the onset of mental health problems? Tricia stated that special education and EBD is an overlapping problem.

Where does mental health fit in? If a child has EBD then services need to be provided. Chris asked when the ARC meets, in regard to the IEP, what role does EBD play? Eric Umstead asked if maybe EBD is disproportionality. If the issue is that African American kids are diagnosed more as having EBD, we need to review that. Kim brought up the question of, what can we really tell KDE about mental health? They know it is an issue and it is greatly out of their control. Especially with charter schools popping up, behavior is going to be such a problem. Gretta added that the Project Aware grant works with mental health providers to develop a systems connected framework. What KDE sees and monitors for IDEA – EBD is a category. They look at discipline data. What they see is not the mental health piece it's the lack of teachers having support and expertise on how to implement positive ways to decrease behavior problems. Teachers are overwhelmed.

Julie Rubemeyer added that special educators and general educators are collaborating more, especially when it comes to EBD. Shauna suggested possibly taking mental health out for now due to the broadness and KDE's actual ability to make changes to this topic. Kim added that maybe after we have some data about mental health it can be broken down but for now the topic is too big.

Brent Hutchinson stated that a plan needs to be developed to help interagency communication. By votes, interagency communication and getting data for mental health concerns seem to be the priorities. Shauna stated that for February's meeting, some data should be obtained for presentation. Eric suggested we come up with a definition for what we are talking about when we say "mental health".

Key Questions/Concerns: The council will need to follow up on their priority setting activity and begin to align plans for the areas identified. Strengthening interagency communication along with the emphasis on significant disproportionality are areas identified (along with emphasis on mental health and behavior supports). The council will also need to formally discuss and plan for by-law creation, meeting officers, meeting officers and the upcoming 2018 meeting schedule.

Agenda Item: Public Forum

Members Present: Danny Hughes, Barry Lee, Eric Umstead, Amy Folker, William Greer, Libby Suttles, Leisa Hutchison, Kimberly Chevalier, Anna Light, Tricia Gibbons, Anita Dowd, Melissa Knight, Carey Cockerell, Julie Rubemeyer, Joseph Hamilton, Jr., Amber Barnes, Ravonne Sims

KDE Representatives: Joseph McCowan, Gretta Hylton, Darlene Jesse, Debbie Mays, Amy Patterson, Jerrod Slone, Chris Thacker

Interpreters: Mary Fehrenback and Natalie Malone

Discussion/Action: Public Hearing introduction was read by Chair, Barry Lee. Jim Fager addressed the council. He explained that he was a special educator and a parent of a child with profound disability. He expressed his desire for continuing support for socio-emotional learning. He stated that he, as a special educator and a parent, has witnessed teachers and support staff addressing children with special needs in a way that allows the child to flourish and he applauds this. He stated that teachers have made great strides in this; however, they need to be made more aware of how to meet the needs of these children. Barry Lee thanked Mr. Fager for addressing the council with his concerns.

Key Questions/Concerns: The council needs to continue to find ways to increase participation rates at the public open forum meetings to make the time allotted purposeful for all.

Agenda Item: General Business Session I

Members Present: Danny Hughes, Barry Lee, Eric Umstead, Amy Folker, William Greer, Libby Suttles, Leisa Hutchison, Kimberly Chevalier, Anna Light, Tricia Gibbons, Anita Dowd, Melissa Knight, Carey Cockerell, Julie Rubemeyer, Joseph Hamilton, Jr., Amber Barnes, Ravonne Sims

KDE Representatives: Joseph McCowan, Gretta Hylton, Darlene Jesse, Debbie Mays, Amy Patterson, Jerrod Slone, Chris Thacker

Interpreters: Mary Fehrenback and Natalie Malone

Discussion/Action:

Barry reviewed the agenda change from yesterday and confirmed that we would be meeting until 5:00 today. Barry stated that there had been some questions regarding the Public Forum Flyer as it stated that the Council advises and assists the Department of Education regarding the provision of appropriate services for children from BIRTH THROUGH AGE 26. There is a question of overlap in the regulations In Kentucky the ages are 0-21. Michigan goes through age 26. Can members of the council be parents of a child up to age 26? Barry stated he would look into this. Shauna Crane (TAESE) stated that it is OSEP

language and would need to be investigated. She stated that she believed we can include children to age 26, but it is not required. Barry also stated that Significant Disproportionality is a priority for this meeting and Inter-Agency Communication is a priority for our February 2018 meeting.

Significant Disproportionality Data Scenarios by Susan Wagner, TAESE Data Analyst for Data Driven Enterprises

The objectives of this presentation are to understand the issues regarding significant disproportionality, understand the new regulations surrounding significant disproportionality and provide input on the Kentucky methodology for determining significant disproportionality.

Significant disproportionality was defined and a historical perspective was given. The Government Accountability Office found various problems with significant disproportionality and made recommendations and requirements.

There are 3 key decisions involving stakeholders. The state definition of significant disproportionality which is what the council is working on this meeting, state revision of policies and procedures and technical assistance to LEAs. Susan went over the timeline for compliance and the procedures if an LEA is identified with SD.

The current methodology for SD includes:

- Risk Ratio
- No Alternate Risk Ratio
- Minimum cell size of 10
- Minimum N-size of 50
- Threshold of 3.0
- Between 6 and 15 districts have been identified for SD in a given year.

Susan discussed the big picture of SD and went over the details of standard methodology. She also discussed the Risk Ratio (Alternate Risk Ratio, Comparisons, Calculation and Application)

The decisions that need to be made by the state:

The state is required to set:

1. Reasonable minimum cell size (numerator)
2. Reasonable minimum n-size (denominator)
3. Reasonable Risk Ratio Threshold
4. Reasonable Progress (Optional)
5. Number of years (1-3) an LEA must exceed risk ratio threshold

Susan went over each one and then we discussed the Data Review Sheets. It was our role to give input regarding:

- Reasonable risk ratio threshold

- Reasonable minimum cell size
- Reasonable minimum n-size
- Number of years an LEA must exceed the risk ratio threshold
- Definition of Reasonable Progress

Data Analysis and SACEC Recommendations by Susan Wagner

There was a very long discussion regarding the council's proposed recommendations. Such things discussed were: how CEIS monies were to be spent, substitute teacher's salaries, overtime, teachers cannot be forced to take personal time for trainings so there are additional salary costs, forcing teachers to go to training.

There was an ongoing discussion about the budget concerns of schools and how schools can barely function as it is. If they are made to spend 15% of their IDEA monies for CEIS, something is going to suffer. Eric added that he is sensitive to budget concerns but if the students are being suspended disproportionately (for instance) there needs to be attention to that. Do not lose sight of the issue being addressed.

Amy Patterson and Jerrod Slone added that KDE has added manpower to help with interventions and to provide support. They will work more closely together with the districts to help them through the process. Risk cause analysis is voluntary right now and Jerrod has contacts with every district to help them. They are creating a new way of servicing. The plan is that once the regulation is in place, the child count will be run and then they will tell the districts when they are identified of some suggestions or recommend volunteering CEIS funds.

Susan added that the intent of the law requiring CEIS funds to be used is not to serve special ed kids. It is to help kids so that they do not need to be identified. It is for providing funds for general education. Kim stated that her district needs money for the severely disabled and she has to run a school to support those children's needs. She wants to be able to have a properly trained staff. We cannot take money away from students with severe disabilities.

Barry reminded us that as a council, we are only recommending – not setting these cell sizes etc... and that if we find that things are going the wrong way, we can always recommend KDE adjust the guidelines.

The council heard several scenarios of various cell sizes, n-sizes etc...after a few suggestions it was motioned by Barry for a cell size of 10, n-size of 30, threshold of 3.5 except for discipline which would be a 3.0, a .05 reasonable progress with a 3 year period. There was no second.

Kim moved for a 3.5 threshold. There was no second.

Tricia moved to amend progress to another threshold. There was no second.

Motion by Eric for a cell size of 10, "n-size" of 30, a threshold of 3.0, a 0.05 reasonable progress and a 3 year period. This motion was voted upon and the motion passed.

Key Questions/Concerns: After hearing numerous presentations about the calculation of significant disproportionality, the Council voted to recommend the following counts to KDE:

- Cell size=10
- n-size=30
- risk ratio threshold=3.0
- reasonable progress=0.05
- number of years of flexibility=3

Agenda Item: General Business Session II

Members Present: Danny Hughes, Barry Lee, Eric Umstead, Amy Folker, William Greer, Libby Suttles, Leisa Hutchison, Kimberly Chevalier, Anna Light, Tricia Gibbons, Anita Dowd, Julie Rubemeyer, Amber Barnes, Ravonne Sims. Adria Johnson, Brent Hutchinson, Sylvia Kuster

KDE Representatives: Joseph McCowan, Gretta Hylton, Darlene Jesse, Debbie Mays, Amy Patterson, Chris Thacker, Amanda Waldroup, Veronica Sullivan

Interpreters: Natalie Malone and Mary Fehrenbach

Discussion/Action:

Hal Heiner, Secretary of the KY Education and Workforce Development Cabinet

Barry Lee introduced Hal Heiner, Secretary of the KY Education and Workforce Development Cabinet. Secretary Heiner gave some personal background that included his sister with significant cognitive disabilities. At age 61 she is living a fulfilling life. He also shared his story about his daughter who had learning differences in writing. He stated that she was able to go to a school that specialized in learning differences and saw a huge improvement in her abilities. He stated that change for the better occurs when children with learning differences are given an appropriate education. He stated that he believes SACEC is the most important council in state government and that 62% of the state budget goes towards education. Secretary Heiner briefly discussed the pension crisis.

His cabinet has 3 main goals:

1. Every student needs post-secondary success. Only 34% of Kentuckians can get a job with only a high school diploma. Within 5 years, repetitive motion jobs will be gone or at least greatly reduced. The world of work is changing. Post-secondary education means college for every child whether it be academic or technical. Kentucky is in great need of middle-skilled jobs. These jobs pay from \$55,000 to \$100,000 and include healthcare, industrial maintenance, construction and electricians. Louisville has a program called TRADES TO TREASURES that helps trade workers start their own business. Information technology careers are exploding. There is a huge need for IT professionals even with only basic credentials.
2. Close the achievement gap, which is wide in Kentucky. A lot of this gap depends on the exceptionality and condition of the family. Each year kids have 1% additional level of turmoil at home - which causes increasing problems in school. He is a charter school proponent. He believes in specialized education so that every child can be as successful as they can possibly be.

3. Increase the Kentucky workforce. Kentucky is known for people not working and we are 47th in the country for this. Kentucky has a 50% higher amount of the country average on disability. There is room to improve connecting people with work and increasing skills.

The Cabinet is working on some programs and re-thinking unemployment insurance. Kentucky is 49th in the country for the maximum length people stay on unemployment. Able-bodied people who receive SNAP/Medicaid will need to be engaged in volunteering and job training in the near future. There is a potential for an adult high school with childcare and part time employment. Indiana has done this successfully and has several adult high schools.

This panel is an advisory to the Office of Vocational Rehabilitation. There have recently become more resources available. 15% of funding goes toward pre-employment transition services for children ages 14-21 with learning disabilities. This program includes job shadowing and coaching. Out of the 8.3 million dollars budgeted per year, 1/3 of it goes to residential schools like the Perkins Center. 1/3 goes to education CO-OPS and summer schools. The last 1/3 is used to work directly with high schools. These programs assist kids in seeing what is available to them and this funding needs to go as directly to the students as possible.

Kentucky employers are very upset that their production has to be sent to another state because they cannot find enough people to work. The cabinet is trying to connect people to employers through vocational rehab. UPS takes impaired individuals and pairs them with sample jobs. 75% of the individuals are still working there a year later and are being promoted. Amazon will be starting logistic airlines and has contacted the cabinet for available workers. They want impaired / learning disabled people to be part of their corporate culture. There are 63,000 people needed to enter the workforce each year. There are only 50,000 students exiting 12th grade so how are we to fill this gap?

In looking toward the future, these things are of high importance: learning differences, the incarcerated and substance abuse.

In the upcoming legislative session there are over a dozen items regarding education. One of these is the KEES scholarship monies to be used earlier than ages 18-19. There is a dyslexia bill regarding the screening for dyslexia. Tennessee and Missouri just passed something similar. They are looking at a 3rd Grade Reading Guarantee which would consist of a child being able to read or he/she will not be passed to the 4th grade. Commissioner Pruitt is looking into how to pull funding into early years reading.

Secretary Heiner opened the floor for questions. Barry asked about people on disability. Is there a misconception of how much they can actually work? Secretary Heiner stated that he does not think that there are real barriers. It may be a cultural issue but he does not fully know the answer. Part of the problem might be difficulty connecting with people. Maybe an assessment could be done through Medicaid for this type of thing. People are just choosing not to work. It is not due to lack of tools or lack of jobs.

Kim stated that OVR has been a blessing; however, transportation is an issue that needs to be looked into (transporting the students). Secretary Heiner thanked Kim for bringing this to his attention.

Tricia asked for more information regarding the 3rd Grade Reading Guarantee and added that there is a lack of pre-school enrollment and a lack of kids in First Steps. Secretary Heiner responded that he had a roundtable discussion yesterday about early childhood education and that it is the 1st item on their

list. They would like to see an improvement in the quality of preschools; however, they are unsure where the money will come from. Tricia added that a diagnosis of NAS is not an automatic referral for First Steps and it should be. Secretary Heiner asked that Tricia send him an email about that and if anyone else had questions or comments to email him. He encouraged the council to keep a strong dialogue.

Barry thanked Secretary Heiner for his presentation.

KDE Update by Gretta Hylton

Gretta took questions a few questions as we were short on time. Barry commended the department on the autism guidance document. The numbers are increasing. This document will help schools better identify those students with autism and it will provide better ARC decisions. Julie asked if there was any consideration for an alternate assessment for functional skills. Gretta answered no. There has to be alignment of the standards and it is set forth by the US Department of Education and OSEP.

KDE Strategic Plan/State Systemic Improvement Plan (SSIP) Update by Amanda Waldroup and Veronica Sullivan

The SSIP (State Systemic Improvement Plan) is a working plan to study how to support the effective use of an evidence-based practice in the classroom. The SPP/APR includes a comprehensive, multi-year State Systemic Improvement Plan (SSIP), focused on improving results for children with disabilities instead of multiple small improvement plans for each indicator AND broad strategies with detailed improvement activities.

Phases (analysis, plan and evaluation).

Data from Phase I showed a math performance gap. The 2013 TELL Survey found on training on closing the achievement gap, 62% of educators identified a need and on training on differentiating instruction, 57% of educators identified a need. 72% of SED are in regular class 80% or more of the day.

The SiMR (State identified Measurable Result) is to increase the percentage of students with disabilities performance at or above proficient in middle school math, specifically at the 8th grade level, with emphasis on reducing novice performance, by providing professional learning, technical assistance and support to elementary and middle school teachers around implementing, scaling and sustaining evidence-based practices in math.

A partnership for support was established including a technical assistance center using implementation science.

Effective Practices X Effective Implementation X Enabling Contexts = Improved Outcomes

Linked Teams, Transformation Zone, Implementation Stages and Evaluation of Support System to have continuous improvement. Discussed universal screeners and teacher behavior.

Math Common Philosophy teaching practices, effectiveness and the Kentucky Instructional Coaching Practice Profile was discussed.

Kentucky will know the SSIP has been successful for students if in the short term, all 4-7 graders receiving a SSIP EBP increase their mathematical knowledge and skills AND in the long term, all 8 grade students receiving a SSIP EBP increase their knowledge and skills. The SSIP Targets for 8th Grade Math were also discussed.

Eric asked if there is a process in place for how we can effect change in higher ed regarding the teaching of differentiated instruction. Unfortunately, he is seeing a trend of trying to include all kinds of different things in a particular program and losing focus.

Veronica stated that she and Amanda sit on a team where they have realized this is a missing link. There is a team out of Florida called Cedar Center that is looking into how to do that. They work with general education and special education candidates through high leverage practices and putting them into course work. If these practices are embedded then there should be an increase in positive teacher behavior. They are early on in this work but it holds promise.

Joe would like to see a leadership component for teachers farther along in postsecondary studies who are thinking about leadership positions. If a school has a leader that understands and can implement, that is something valuable.

State Performance Plan/Annual Performance Report (SPP/APR) Update by Debbie Mays

The SPP (State Performance Plan) establishes baseline data and targets through the 2018 school year for the 17 indicators identified by OSEP (Office of Special Education Programs). The APP (Annual Performance Report) is an annual report of statewide performance and are measured by MET or NOT MET for indicators. These are now combined into one document. IDEA requires that each state submit a SPP to the US Department of Education by February 1 of each year.

The Kentucky Department of Education is required to review the performance of each LEA and publically report the data on Indicators 1-4 to determine whether the LEA meets the requirements and purposes of Part B or needs assistance, intervention or substantial intervention.

There are 2 types of indicators: Compliance and Performance.

Indicators 1-14 are LEA reported and Indicators 15-17 are state level reported. The SAPEC assisted in setting targets in September and November 2014.

Debbie went over the RDA Core Principles and Components.

The SPP/APR Part B Indicators are:

1. Graduation Rate
2. Dropout Rate
3. Assessment Results
4. Suspension/ Expulsion
5. LRE School Age
6. LRE Preschool
7. Preschool Outcomes
8. Parent Involvement
9. Disproportionate Representation by Race

10. Disproportionate Representation by Specific Disability Category
11. Evaluation Timelines
12. Preschool Transition
13. Secondary Transition
14. Post- School Outcomes
15. Resolution Sessions
16. Mediations
17. State Systemic Improvement Plan

Debbie went over the Targets and Reported Data for each Indicator.

Cooperative Update by Melissa Reynolds

Much of this presentation was a review from the last council meeting. Discussed in this presentation were:

- IEP Video Modules
- Pre- Employment Transition
- Mental Health
- Trauma Informed Care
- Interconnected Systems Framework (ISF)
- Kentucky Behavior RTI
- Special Ed Guidance for the KY Framework for Teaching
- Math, Literacy
- Manual Updates
- Progress Monitoring
- Transformation Zone (TZ)
- Regional Implementation Team
- Coaching Practice Profile

Key Questions/Concerns:

The next meeting will include formal council planning. The Executive Committee will need to develop bylaws. We need to try to compile and present bylaws prior to February's meeting and vote on them. Anita recommended that for February's meeting we do more talking and less listening. Get things worked on more quickly. Barry answered, yes since most of us are newly appointed and this disproportionality issue taking priority, it has been rough. He agreed.

Barry also questioned our role in advising the other parties in Governor Bevin's Executive Order. Communication between agencies will be the next issue. Charters, department for juvenile justice, foster, higher education parents. Barry encourages members to give a 10-30 minute presentation of what we do and to reach out to him and get out on the next agenda. Parents can teach about specific disability.

Feb 8-9 meeting dates - request change of date. Options February 15-16 conflict? Will need Gretta and Joe to attend. We might throw out a couple different dates and members can respond via email. Not expecting much to pass at legislation except dyslexia bill. March 1-2 and were discussed for the next meeting time.

Adria asked about the bylaws and the part that referenced that we could not have a designee? If this is the case, where are we going to land on that? She is one of many but session time gets intense. There is a need to allow designees.

Anita asked about the data sheet provided by Susan, specifically the primary disability categories. 7% students have hearing loss and 27.5% speech and language. This is misleading. Many with hearing loss are labeled speech and language disabled and this is detrimental to people. Discussed with Johnny Collett before he left. Because hearing loss is invisible it is easier to overlook. Students and families are not getting what they need because of labeling.

Kim added that state hearing impaired eligibility is too strict, she would like to see that opened. Barry stated that the threshold is 20 decibels or higher (anything above a lawn mower). Do not know if that is a federal issue or state? Kim stated that there is a high incidence of speech and language. Anita added that hearing aids and implants are not magical. They do not solve the disability. Barry will get with KDE and Melissa Reynolds and see what they can do.

Bill Greer brought up that in public forums we need to gather input from all areas. How to get more attendance? Barry stated that he needs to look at the regulations. If the reg states we have to have them then we have to continue with them. Amy Folker talked about ways to get more people to come to the forums - online submission forms, Facebook, radio. There has always been a problem with getting people to attend the forums. This is nothing new. She stated that schools are informed but she does not think they encourage people to attend. Barry stated it is mandated that we have the public forums whether people attend or not. Kim stated maybe we could do a quick online survey of questions to districts. Keep form the form simple to maybe just interest areas. Ravonne Sims agreed with Amy that the notice goes to schools but she has never seen it. It would be nice if it could be mandated that the forum posters need to be posted. Facebook is a great idea. Barry recommended sharing with advocacy groups and those who have ties to parents. Leisa Hutchison took posters back to every group to put on their webpages. Efforts have been made in the past. Gretta added that the executive order says public hearings are required.

Barry brought up the schedule of February meeting.

Amy Folker asked how the council wanted to proceed with the commenter from the public forum? We need to send a letter. Gretta stated that KDE has contacted in past. Barry advised that the council should just send a letter thanking him for coming. Ravonne added that maybe it should include what our intents are, then share with Barry before sending it. Amy Folker stated she would be in contact with Barry via email about this.

Barry brought up the old Facebook page. It was under KY Special Advisory Panel for Exceptional Children. Amy Folker said she would ask Stella Beard about administrative rights to FB page and get one of us added. Barry appreciates everyone.

The date of the next SACEC meeting is March 1-2, 2018 at the Capital Plaza Hotel in Frankfort, KY.